

DOCUMENT RESUME

ED 279 242

HE 020 077

TITLE The Cutting Edge: Higher Education's Initiatives for Excellence.

INSTITUTION South Carolina Commission on Higher Education, Columbia.

PUB DATE Jan 87

NOTE 75p.

AVAILABLE FROM South Carolina Commission on Higher Education, 1333 Main Street, Suite 650, Columbia, SC 29201.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Academic Persistence; Academic Standards; Accountability; Board of Education Role; College Admission; College Faculty; College Instruction; College Planning; College Preparation; Developmental Studies Programs; *Educational Assessment; *Educational Quality; *Higher Education; Instructional Improvement; Professional Recognition; Public Colleges; Research Projects; Scholarships; State Boards of Education; *Statewide Planning; Undergraduate Study

IDENTIFIERS *South Carolina; Teacher of the Year

ABSTRACT

An initiative to promote excellence in South Carolina's higher education system is presented by the State Commission on Higher Education in two documents. The first is a descriptive summary of rationales and recommendations in six areas. The second document is a report which includes and expands the material of the first document. Twenty-five recommendations are presented in six areas: (1) the preparation, admission, and retention of students; (2) the improvement of instruction; and (3) research for economic development; (4) the strengthening of planning and quality assessment for greater accountability; (5) the effectiveness of the Commission on Higher Education; and (6) the financial investment necessary to maintain excellence. Specific actions include: developing minimal college admissions standards that may gradually be raised; monitoring compliance with the new admissions Developmental Studies Programs; Undergraduate Study; implementing a plan for developmental education; developing a competitive grants program to improve undergraduate education with emphasis on improvement and evaluation of instruction; establishing a professor of the year award; establishing an endowed professorships program at senior public colleges; starting a research incentive fund; establishing an Advisory Council on Planning; and requiring that a system for measuring institutional effectiveness be in place at public institutions. (SW)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED279242

BEST COPY AVAILABLE

THE CUTTING EDGE: Higher Education's Initiatives for Excellence



South Carolina Commission on Higher Education Columbia, South Carolina

January 1987

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

South Carolina
Comm on H. E.

2

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

HE 020 074

South Carolina's colleges and universities are among her most valuable assets. The public expects these assets to be productive, to be accountable, and to better serve the needs of the State and her citizens.

The Commission on Higher Education proposes a bold new initiative to move South Carolina's system of higher education to **THE CUTTING EDGE OF EXCELLENCE** for

- **STUDENTS**
- **INSTRUCTION**
- **RESEARCH** and
- **ACCOUNTABILITY**

This initiative builds upon the remarkable progress South Carolina is already making in its public schools and in economic development. It is time to take the next essential step in improving education in the State.

Our students are the raw materials of any initiative for excellence in higher education.

Diamonds in the rough, they have the capacity to rise to the level of our expectations. They have the potential to meet the challenges of a dynamic tomorrow.

To nourish and develop this valuable State resource, our public colleges and universities must establish and maintain standards of performance which convey clearly our high expectations.

Admissions standards to colleges and universities must ensure both appropriate access and excellence for students. These admissions standards must be responsive to students who are better prepared as a result of the Education Improvement Act (1984) and who can meet more rigorous standards.

Our institutions must aggressively recruit South Carolina's best students. With equal determination, they must assist students to correct academic deficiencies, and together we must maximize opportunities for upward mobility for increasingly better prepared students.

The Cutting Edge: Excellence For Students

A. Strengthen Admissions Standards

1. In consultation and coordination with the institutions, by January, 1988, the Commission on Higher Education will ensure that **MINIMAL ADMISSIONS STANDARDS** which enhance quality are developed by the State's colleges and universities.
2. The Commission on Higher Education will monitor the prerequisites for college admission to be effective in Fall, 1988.

B. Enroll and Retain Our Best Students in South Carolina's Colleges and Universities

1. To provide early recognition and encouragement to potential scholars, the Commission on Higher Education will establish a **JUNIOR PALMETTO FELLOWS PROGRAM** for eighth-grade students.
2. To retain the best students in South Carolina public or private institutions, the Commission on Higher Education and the General Assembly will establish a **STATE-FUNDED MERIT SCHOLARSHIP PROGRAM OF PALMETTO FELLOWS**.

C. Assist Students with Deficiencies

1. Each institution will identify a minimum threshold of achievement in entry-level skills which it will require as a **PREREQUISITE TO ENROLLMENT IN ITS COLLEGE DEGREE CREDIT COURSES**.
2. For students whose skills fall below those thresholds, the institution will **PROVIDE DEVELOPMENTAL EDUCATION** so as to maintain access to higher education and improve the quality of students' performance.
3. **NO CREDIT** toward a degree will be awarded for developmental work.
4. The Commission on Higher Education will develop **APPROPRIATE METHODS TO FUND AND EVALUATE DEVELOPMENTAL EDUCATION PROGRAMS**.
5. In consultation and coordination with the institutions, the Commission on Higher Education will develop a system by which the institutions will ensure that students are making satisfactory progress in developmental programs as a **CONDITION FOR CONTINUED FUNDING**.

**D. Improve Upward Mobility by
Enhancing Transfer Opportunities
among State Institutions**

1. The State Board for Technical and Comprehensive Education will be asked to **EXPLORE THE FEASIBILITY OF CONVERTING THEIR QUARTER SYSTEM** to the semester calendar used by the other public institutions.
2. The Commission on Higher Education will request that the State Board for Technical and Comprehensive Education **LIMIT THE OFFERING OF "COLLEGE PARALLEL" GENERAL EDUCATION COURSES** in the nine technical colleges not authorized to offer the college transfer program.
3. The Commission on Higher Education in concert with the two- and four-year institutions will further **IMPROVE ARTICULATION CONCERNING COURSES ACCEPTABLE FOR TRANSFER** among the various institutions.

The bedrock of excellence in any college or university is its undergraduate program.

While there are many excellent programs throughout our system of higher education, the State cannot afford to have its undergraduate offerings driven by careerism or overshadowed by graduate and professional programs.

The quality of teaching and learning in our undergraduate programs directly affects the core of knowledge and the critical thinking skills students must develop if they are to prosper in a world of constant change.

Our expectations for the quality of teaching must be as high as our expectations for the performance of our students. Our reward and recognition structure must be equally strong if the undergraduate experience is to remain central to the missions of our colleges and universities.

The Cutting Edge: Excellence In Instruction

- A. To improve undergraduate education in public and private institutions, the Commission on Higher Education in concert with the General Assembly will establish a **COMPETITIVE GRANTS PROGRAM** of up to \$1 million annually to fund projects emphasizing the improvement and evaluation of instruction.
- B. To recognize the centrality of dedicated, dynamic teachers to students in public or private institutions, the Commission on Higher Education will recommend establishment of a **GOVERNOR'S "PROFESSOR OF THE YEAR AWARD."**
- C. The Commission on Higher Education will more actively encourage **INTER-INSTITUTIONAL COOPERATION**, interaction, and communication among the State's colleges and universities to enhance educational opportunities, to share resources, and to eliminate unnecessary duplication.

If the foundation of undergraduate instruction rests on the quality of the faculty, the faculty is equally central to the research efforts that promote economic development within the State.

Productive research will attract new industry and develop new products for manufacture within the State. Such research can also generate considerable external funding in support of our colleges and universities.

Yet, competition for researchers who are a cut above the rest is fierce from institutions in other states as well as from private industry.

South Carolina's emphasis on graduate education and research is relatively new. But that newness must not preclude the State from creating a setting for research that is competitive in light of the aggressive financial investments other states have made. An exceptional athlete may come from behind to win, but in economic development and research to lag behind is to lose the race.

The marriage between a strong system of higher education and economic prosperity is a fruitful one. However, individual institutional efforts cannot compete against the marshalled resources of entire states. Other states have been quick to recognize that substantial commitments to higher education research and faculty are investments that will be directly reflected in new jobs and higher State tax revenue.

The Cutting Edge: Excellence In Research For Economic Development

A. To attract and retain those productive faculty scholars who can make significant contributions to the State, the Commission on Higher Education requests a one-time appropriation of \$2.9 million to provide matching funds for **ENDOWED PROFESSORSHIPS** at senior public colleges and universities.

B. To establish or to expand research programs which are directly related to the State's economic development in the public colleges and universities, the Commission on Higher Education requests State appropriations of up to \$35 million to establish a **RESEARCH INCENTIVE FUND**.

Priority areas will be determined in consultation with the Council for Economic Development and others.

THE RESEARCH INCENTIVE FUND will have two components:

RESEARCH INCENTIVE GRANTS will provide seed money to public institutions for research projects directly related to South Carolina's growth.

RESEARCH INCENTIVE MATCHING FUNDS will encourage institutions to carry out research programs directly related to economic development. Expenditures will be matched on a 1:2 basis.

Responsible and responsive stewardship of higher education is multi-faceted.

In light of the rapidity with which change occurs in our information-based society, effective planning must be proactive rather than reactive, dynamic rather than static. Strategic planning is grounded in the experiences of the past but oriented towards those of the future. By identifying emerging issues and trends and by anticipating needs and opportunities, the higher education community can better utilize precious State resources and prepare its citizens for the challenges of a new century.

Effective planning also requires careful monitoring of the activities of the present. Evaluation of institutional effectiveness and assessment of student progress should inform our pursuit of excellence.

If planning and leadership are the heart and soul of accountability, then evaluation and assessment are its muscle and sinew. By knowing where we have been, we can better know where we want to go. By planning how to get there, we can move with confidence down the road to tomorrow.

The Cutting Edge: Improving Accountability Through Planning and Assessment

- A.** To focus its planning efforts on strategic issues of importance in both public and private higher education and to enhance the interactive and dynamic quality of that planning, the Commission on Higher Education will establish an **ADVISORY COUNCIL ON PLANNING**.
- B.** The Commission on Higher Education will ensure that each public institution will maintain its individual planning process; it will develop and annually update a **STATE-WIDE STRATEGIC PLAN**.
- C.** To promote high standards of accountability to the constituents of higher education and to the taxpayers of the State, the Commission on Higher Education will require that a **SYSTEM FOR MEASURING INSTITUTIONAL EFFECTIVENESS** is in place at every public college and university; it will disseminate the results of institutional effectiveness; and it will use these data in planning.
- D.** To assess the quality of each student's college experience, all State-supported institutions of higher education will establish their own **PROCEDURES TO MEASURE STUDENT ACHIEVEMENT**.

A scrutiny of the higher education system in South Carolina would not be complete without an assessment of the role of the Commission on Higher Education itself. As the coordinating board for higher education, the Commission is charged with placing the post-secondary education needs of the State of South Carolina above any institution's own agenda.

Thus, the Commission on Higher Education is uniquely positioned to exercise a vital leadership role in promoting excellence among students, teachers, and institutions and enhancing accountability to the taxpayers and citizens of the State — from a State-wide perspective.

Yet, certain elements in the Commission's structure and organization curtail its ability to lead the State towards higher quality standards, towards the most efficient use of resources, and towards the challenges of the twenty-first century.

Just as a jeweller must fit into a coherent setting the individual diamonds that have been cut and polished for that purpose, so must the Commission be empowered to craft a vision of a future in which South Carolina's higher education community stands at the cutting edge of educational and economic opportunity for all our citizens.

The Cutting Edge: Enhancing The Effectiveness of The Commission On Higher Education

- A. To enable the Commission on Higher Education to monitor more effectively academic quality and to reduce unnecessary duplication, the General Assembly should amend the legislation creating the Commission to remove the **APPEAL PROCESS FOR PROGRAM TERMINATION**.
- B. To promote the Commission on Higher Education's State-wide perspective, the General Assembly should amend the Commission's enabling legislation so that **SOME MEMBERS ARE APPOINTED ON A STATE-WIDE BASIS**.
- C. To improve communication and interaction between the Commission and the Higher Education Tuition Grants Committee, the General Assembly should amend the legislation creating the Higher Education Tuition Grants Committee so as to include the **COMMISSION'S EXECUTIVE DIRECTOR AS AN EX-OFFICIO MEMBER OF THE TUITION GRANTS COMMITTEE**.
- D. To serve the public, the Commission on Higher Education will **PROVIDE MORE AND BETTER INFORMATION** about higher education in the State.
- E. To fulfill its primary responsibility for coordinating higher education in South Carolina, the Commission on Higher Education will develop a more **COMPLETE STATE-WIDE DATA BASE**.
- F. To improve communication, the Commission on Higher Education will **FORGE CLOSER LINKAGES** with public and private institutions, the State Board for Technical and Comprehensive Education, and the State Board of Education.
- G. To improve its internal operation, the Commission on Higher Education will **EXAMINE AND REVISE ITS ORGANIZATION AND PROCEDURES**, as appropriate.

Initiatives in excellence in higher education require an immediate additional commitment of resources if South Carolina is to compete successfully for the best and the brightest with other states who have marshalled their resources to do the same.

This investment is like any other: today's sacrifice will yield dividends in the future that are beyond measure.

The State's first commitment must be to provide the amount requested through formula funding. But because this amount is the minimum necessary to support basic operations, we cannot assume that it can support the creative initiatives needed for significant progress.

Economic development, the attraction of new business and industry, the improving of the quality of life, and the empowering of our citizenry through greater excellence in higher education are within our grasp if we move with confidence toward the cutting edge by a judicious investment in tomorrow.

The Cutting Edge: Today's Investment In Excellence

- A. THE PALMETTO FELLOWS MERIT SCHOLARSHIP FUND**
- | | |
|------------------------|-----------|
| 1987-88 | \$187,500 |
| 1988-89 | 375,000 |
| 1989-90 | 562,000 |
| 1990-91 and thereafter | 750,000 |

Individual awards of \$2,500 for a maximum of four years within a five-year period will be matched on a 1:1 basis by the public or private State institution selected by the student.

- B. THE UNDERGRADUATE COMPETITIVE GRANTS PROGRAM**
- | | |
|------------------------|-----------|
| 1987-88 | \$500,000 |
| 1988-89 | 750,000 |
| 1989-90 and thereafter | 1,000,000 |

Awards will be made in amounts not less than \$25,000 or greater than \$75,000.

- C. "PROFESSOR OF THE YEAR AWARD"**
- | | |
|------------------------|---------|
| 1987-88 and thereafter | \$5,000 |
|------------------------|---------|

The yearly stipend of \$5,000 will be accompanied by a gubernatorial citation.

- D. ENDOWED PROFESSORSHIPS**
- | | |
|---------|---|
| 1987-88 | \$2.9 million as a one-time appropriation |
|---------|---|

E.

THE RESEARCH INCENTIVE FUND

THE RESEARCH INCENTIVE GRANTS COMPONENT:

1987-88	\$2.25 million
1988-89	3.75 million
1989-90	5.25 million

**THE RESEARCH INCENTIVE MATCHING FUNDS
COMPONENT:**

1987-88	\$12.75 million
1988-89	21.25 million
1989-90	29.75 million

F.

**COMMISSION ON HIGHER EDUCATION COSTS FOR
IMPLEMENTING AND MONITORING THE NEW
PROGRAMS AND ACTIVITIES OF ITS AGENDA FOR THE
FUTURE:**

1987-88 and annually thereafter	\$293,000
---------------------------------	-----------

THE CUTTING EDGE:

Higher Education's Initiatives for Excellence



A Report of
The South Carolina Commission on Higher Education
1333 Main Street, Suite 650
Columbia, South Carolina 29201

January 1987

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
1333 Main Street, Suite 650
Columbia 29201

NELLE H. TAYLOR (1988)

Chairperson
Saluda

WILLIAM J. WHITENER (1988)

Vice Chairman
Union

D. GLENBURN ASKINS, Jr. (1990)

Marion

WALTER E. BROOKER (1990)

Denmark

GEORGE L. BRIGHTFARF (1990)

Trenton

TOM MOORE CRAIG (1990)

Roebuck

WILLA J. DEWITT (1988)

Conway

PALMER FREEMAN, SR. (1990)

Fort Mill

ROGER E. HENDERSON (1990)

Chesterfield

MARVIN C. JONES (1990)

Walterboro

REBA B. KINON (1988)

Dillon

ALBA M. LEWIS (1988)

Orangeburg

VERNON MCGUIRE (1990)

Varnville

JOSEPH J. TURNER, Jr. (1990)

Clemson

ROBERT L. UTSEY, JR. (1988)

Orangeburg

ROBERT F. WILLIAMS (1988)

Greer

COMMISSION STAFF

CHARLES A. BROOKS, JR.
Interim Executive Director

FRANK E. KINARD
Associate Director,
Academic Affairs

ALAN S. KRECH
Assistant Director, Planning
and Special Projects

JOHN E. SMALLS
Assistant Director,
Financial Affairs

JOHN C. SUTUSKY
Assistant Director,
Academic Affairs

JEFFREY BARTKOVICH
Coordinator, Academic Programs

JEANETTE A. DEAS
Coordinator, Academic Programs

LYNN W. METCALF
Coordinator, Data and
Budgeting Systems

GAIL M. MORRISON
Coordinator, Academic Programs

JAMES A. PASCHAL
Coordinator, Facilities Planning

LEONARD P. STERNBACH
Coordinator, Financial Analysis

JULIA E. WELLS
Coordinator, State
Higher Education
Desegregation Plan

GAYLON E. SYRETT
Executive Assistant

SARAH P. REYNOLDS
Business Manager

ANN J. SHELTON
Administrative Assistant II

SAUNDRA E. CARR
Administrative Assistant I

PENNY HAYNE
Administrative Assistant I

JEAN M. MANHEIMER
Administrative Assistant I

RHONDA W. MAYBERRY
Administrative Assistant I

JANET K. STEWART
Data Management and Research
Analyst

ANN C. KLINGENHAGEN
Librarian

BETTY S. SIMMONS
Administrative Specialist C

YOLANDA L. MITCHELL
Clerical Specialist C

Table of Contents

Preface	1
Introduction	11
List of Actions and Recommendations	iv
I. Excellence for Students	1
A. Strengthening Admissions Standards	2
B. Enrolling and Retaining South Carolina's Best Students	3
C. Assisting Students With Deficiencies	6
D. Improving Upward Mobility	8
II. Excellence in Instruction	11
A. Improving Undergraduate Instruction - Competitive Grants	12
B. Governor's "Professor of the Year" Award	13
C. Cooperation Among Institutions	13
III. Excellence in Research for Economic Development	15
A. Endowed Professorships	17
B. Research Incentive Fund	18
IV. Improving Accountability through Planning and Assessment	23
A. Advisory Committee on Planning	24
B. State-wide Strategic Plan	26
C. System for Measuring Institutional Effectiveness	30
D. Procedures to Measure Student Achievement	33
V. Enhancing the Effectiveness of the Commission on Higher Education	35
A. Appeal Process for Program Termination	36
B. Revision of Appointment Criteria	36
C. Representation on the Tuition Grants Committee	37
D. Improvement of Communication	37
E. Enhancement of the State-wide Data Base	37
F. Development of Closer Linkages with Institutions and Education Agencies	38
G. Examining and Revising Internal Organization and Procedures	38
VI. The Financial Investment for Excellence	40
Appendix A	44
Appendix B	46

Preface

South Carolina's colleges and universities are among her most valuable assets. Our State's citizens expect these colleges and universities to be both productive and accountable. The Commission on Higher Education has the responsibility for planning and coordinating postsecondary programs and services to ensure that these expectations are met.

In this report, the Commission proposes a bold new initiative to move South Carolina's system of higher education to THE CUTTING EDGE OF EXCELLENCE. Recommendations address the preparation, admission, and retention of students; the improvement of instruction and research, and the recognition of excellence in these areas; and the strengthening of planning and quality assessment for greater accountability.

The Commission's initiative builds upon the remarkable progress South Carolina is already making in its public schools and in economic development. The Education Improvement Act (1984), an educational reform plan for grades K-12, has received national attention. The public points with pride to improvements that have been made in the elementary and secondary schools. The colleges and universities now need similar attention.

While economic development has been significant in recent years, new research-oriented industries look for colleges and universities with high academic standards and sophisticated research programs. To maintain their competitive advantage, these industries are dependent on a higher education system that requires superior attainment by an increasing percentage of the State's citizens. It is time to take the next essential step in improving our State's future by focusing on our institutions of higher learning. It is more than time to bring South Carolina's colleges and universities to THE CUTTING EDGE OF EXCELLENCE.

Introduction

Following passage of the Education Improvement Act in 1984, the Commission decided that an objective, detailed study of higher education in South Carolina by an educational consulting firm would be of substantial assistance in determining how to improve efforts to coordinate higher education as well as how to increase the effectiveness of the colleges and universities. The public college presidents indicated their support of such a study, and the General Assembly appropriated \$350,000 so that the project could proceed.

On a competitive bid basis, the Commission employed the Denver, Colorado firm of Augenblick, Van de Water & Associates (AVA) to conduct the study. The consultants' report was completed and presented to the Commission on February 6, 1986. Copies of the consultants' report, Higher Education in South Carolina: An Agenda for the Future, are available from the Commission. The AVA report contains 22 recommendations; nine focus on improving the quality of higher education in the State and 13 deal with strengthening the Commission on Higher Education. Many of the first nine recommendations, while specific to South Carolina, echo those in numerous national and regional studies and reports that call for a renewed emphasis on quality and accountability in higher education.

As a second step in its study process, the Commission divided the recommendations contained in the AVA report into six groups, each group focusing on closely interrelated issues. Because it felt that the various constituencies that would be affected by implementation of the recommendations should have an opportunity to be heard, the Commission then appointed task forces composed of institutional representatives,

system representatives, legislators, lay citizens, and Commission staff. The six task forces were asked to study the recommendations and to advise the Commission whether each should be implemented and, when appropriate, how such implementation might be accomplished. The task forces were also given an opportunity to suggest alternative methods of achieving the goals underlying the recommendations. It was understood that the task forces were advisory, and that the final decision concerning implementation of any recommendations would remain with the Commission. The task forces completed their studies by mid-Fall, and their recommendations were presented to the Commission on November 6, 1986.

During the next two months, the Commission considered all of these recommendations, staff suggestions, and comments of the colleges and universities and other interested parties. At its meeting on January 8, 1987, the Commission on Higher Education approved this report and the recommendations it contains. Since not all of the recommendations of the consultants, the task forces, and the staff agree on how certain goals are to be pursued and on where certain responsibilities lie, the Commission recognizes that a few interested parties may not agree with all of its decisions. It trusts, however, that all will agree on the importance of strengthening quality and improving accountability, and will unite behind the Commission's program to accomplish these goals.

List of Actions and Recommendations

1. In consultation and coordination with the institutions, by January 1988, the Commission on Higher Education will ensure that minimal admissions standards are developed by the State's colleges and universities. Such standards will be gradually raised, where necessary, to enhance quality without drastically altering enrollment patterns.
2. Beginning in the Fall of 1988, the Commission on Higher Education will, with the institutions, monitor the effect of compliance with the new admissions prerequisites on enrollment patterns, retention, and student achievement.
3. To provide early recognition and encouragement to potential scholars, the Commission will establish a Junior Palmetto Fellows program.
4. The Commission recommends that a State-funded merit scholarship program be established.
5. The Commission will implement a plan for developmental education.
6. The Commission will ask the State Board for Technical and Comprehensive Education (SBTCE) to explore the feasibility of converting its quarter system to the semester calendar used by the other public institutions.
7. The Commission will also request that the State Board for Technical and Comprehensive Education modify its current policy that allows any technical college to offer any course in its State "Catalog of Approved Courses."

8. Upon implementation of recommendation 7 above, the senior colleges and universities will be urged to review and amend their current policies on acceptance of credit from technical colleges without the AA/AS degree.
9. The Commission will continue to work with all of the institutions to further improve articulation concerning courses acceptable for transfer.
10. The Commission recommends that a competitive grants program be established in order to improve undergraduate education in South Carolina.
11. The Commission recommends the establishment of a Governor's "Professor of the Year" award.
12. The Commission will continue to work toward improving cooperation among institutions.
13. The Commission will seek a one-time appropriation of \$2.9 million to provide matching funds for establishing a program of endowed professorships at senior public colleges and universities.
14. The Commission will seek annual State appropriations to establish a Research Incentive Fund.
15. The Commission will establish an Advisory Council on Planning to assist the Commission and the institutions in maintaining planning as a high priority.
16. The Commission will ensure that each public institution maintains its individual planning process; it will develop and annually update a State-wide strategic plan.
17. The Commission will require that a system for measuring institutional effectiveness is in place at every public college and

university; it will collect and disseminate data resulting from the measures of institutional effectiveness, and it will use such data in planning.

18. Because student achievement is the most vital aspect of any institution's effectiveness, the Commission emphasizes that all State-supported institutions will establish their own procedures and programs to measure such achievement.
19. The Commission requests that the legislation creating the Commission on Higher Education be amended to remove the appeal process for program termination.
20. To promote the Commission on Higher Education's State-wide perspective, the Commission requests that the General Assembly amend the Commission's enabling legislation so that some members are appointed on a State-wide basis.
21. To improve communication and interaction between the Commission and the Higher Education Tuition Grants Committee, the Commission requests that the General Assembly amend the legislation creating the Higher Education Tuition Grants Committee so as to include the Commission's chief executive officer as an ex-officio member of the Tuition Grants Committee.
22. The Commission will serve the public by providing more and better information about higher education in the State.
23. The Commission will seek appropriate resources to develop a more thorough, State-wide information base and to use that base more fully to analyze planning issues, identify strengths and weaknesses, and monitor improvement efforts.
24. The Commission is committed to forging closer linkages with public and private institutions, the State Board for Technical and Comprehensive Education, and the State Board of Education.

25. To improve its internal operation, the Commission will examine and revise, as appropriate, its organization and procedures.

I. EXCELLENCE FOR STUDENTS

Students are the raw materials of any initiative for excellence in higher education.

Diamonds in the rough, they have the capacity to rise to the level of our expectations. They have the potential to meet the challenges of a dynamic tomorrow.

To nourish and develop this valuable State resource, South Carolina's colleges and universities must establish and maintain standards of performance which convey clearly the public's high expectations.

Admissions standards to colleges and universities must ensure both appropriate access and excellence for students. These admissions standards must be responsive to students who are better prepared as a result of the Education Improvement Act (1984) and who can meet more rigorous standards.

The institutions must aggressively recruit South Carolina's best students. With equal determination, they must assist students to correct academic deficiencies. With the assistance of the Commission, they must maximize opportunities for upward mobility for increasingly better prepared students.

A. Strengthening Admissions Standards

The Commission on Higher Education is convinced that South Carolina's high school graduates will be better prepared for college each year. Implementation of the Education Improvement Act (1984) has resulted in a strengthened public school curriculum and stricter standards for graduation. High school students are increasingly selective in their choice of courses as a result of the cooperative development and adoption by the public colleges and universities and the Commission (in 1983) of admissions prerequisites which take effect in Fall 1988. Thus these institutions should be able gradually to raise minimal admissions standards, where appropriate, to ensure matriculation of better prepared students. Because it is important to maintain access to higher education for any student who might profit from that opportunity, the Commission believes that a number of the two-year institutions should remain essentially open-door. In consultation and coordination with the institutions, by January 1988, the Commission on Higher Education will ensure that minimal admissions standards are developed by the State's colleges and universities. Such standards will be gradually raised, where necessary, to enhance quality without drastically altering enrollment patterns.

The Advisory Committee on Academic Programs will review proposed admissions standards and implementation schedules submitted by each institution. Appropriate recommendations will be made by the Advisory Committee on Academic Programs to the Committee on Academic Affairs. The Committee on Academic Affairs will make its recommendation with respect to these matters to the Commission on Higher Education.

The Commission is pleased that the institutions approved and continue to support new high school course requirements for college-bound students. Beginning in the Fall of 1988, it will, with the institutions, monitor the effect of compliance with the new admissions prerequisites on enrollment patterns, retention, and student achievement.

B. Enrolling and Retaining South Carolina's Best Students

One way in which South Carolina's colleges and universities can enhance the quality of their student bodies and gain greater recognition of their strengths is to enroll and retain more of the most outstanding graduates of the State's high schools. To provide early recognition and encouragement to potential scholars, the Commission will establish a Junior Palmetto Fellows program. Those eighth-grade students in South Carolina, in public or non-public schools, who meet the following criteria should be designated Junior Palmetto Fellows:

1. The student must be enrolled in a public or private high school and must be a legal resident of South Carolina as defined for tuition and fee purposes for public institutions of higher education (Section 59-112-10, 1976 SC Code as amended).
2. The student must have scored at or above the 90th percentile, on a nationally normed basis, on the administration of the Comprehensive Test of Basic Skills in the seventh grade; or must have achieved an equivalent score on a nationally-recognized test prior to November of his eighth-grade year.
3. The student must maintain at least a B scholastic average in the current academic year.

The Commission will provide a suitable certificate of merit for each such Junior Palmetto Fellow, which should be individually presented to each awardee by his or her school principal.

The Commission Recommends that a State-funded merit scholarship program be established. Recipients of these scholarships would be designated Palmetto Fellows and would receive a scholarship of \$5,000 annually, half provided by the State and half by the institution. In order to be eligible to be considered for such an award, each applicant must meet all of the following minimum requirements:

1. The applicant must be a legal resident of South Carolina for tuition and fee purposes as defined above, and must at the time of application be attending a public or private high school.
2. The applicant must have achieved a combined score equal to or greater than the 90th percentile, on a nationally-normed basis, on the Preliminary Scholastic Aptitude Test, or the Scholastic Aptitude Test, or the American College Test, early in the 11th grade year.
3. The applicant must be recommended for the award by his or her high school principal or designated school official.

The Commission will establish a Palmetto Fellow Awards Committee which would review these recommendations and nominate up to 125 of these high school applicants annually to the Commission as potential Palmetto Fellows. The 75 top candidates will be notified that they are potential scholarship winners at an appropriate time during their senior year of high school.

Immediately following high school graduation, each of these potential Fellows should be eligible to apply for designation, and a scholarship award, as a Palmetto Fellow. Minimum criteria which must be met at that time should include the following:

1. The applicant must have graduated in the top 10% of his or her high school class.
2. The applicant must have been accepted for admission, or be enrolled in, a college or university with its operational headquarters in the State. The institution must be accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, must not be of a proprietary nature, must not be of a specialized or professional nature and must not be operated primarily for the purpose of providing religious or theological education.

The Palmetto Fellow Awards Committee shall review all such applications from potential Fellows and recommend to the Commission up to 75 applicants in each class who meet all of these criteria.

Each Palmetto Fellow shall receive a State-funded scholarship of \$2,500 per year to be applied directly toward his or her educational expenses at the eligible institution of his or her choice (tuition, room and board, fees); provided that the eligible institution will agree to match this sum on a 1:1 basis for the account of that student, from its own non-State resources; provided further that the total of State and institutional funds will not exceed the normal and reasonable educational costs of the student attending that institution.

Palmetto Fellows should be eligible to receive a like amount of support for a maximum of four years, within a five-year period. To retain such an award the Fellow must:

1. Maintain at least a 3.0 grade point ratio (GPR) on a 4.0 point scale;
2. Earn and maintain 24 semester hours per 12 month calendar year and the selected institution's satisfactory academic standard requirements; and
3. Demonstrate involvement in school activities.

Assuming that each eligible class of Palmetto Fellows consists of the maximum of 75 Fellows, State appropriations for this program would be required as follows:

1987-88	\$187,500
1988-89	375,000
1989-90	562,000
1990-91 and thereafter	750,000

The Commission will establish an Awards Committee which shall serve as the selection committee for both Junior Palmetto Fellows and Palmetto Fellows. The Awards Committee shall be chosen by the chief executive officer of the Commission on Higher Education, and will consist of six admissions officers, three each from public and private institutions in the State, and a member of the Commission staff, who will serve as chairperson.

C. Assisting Students with Deficiencies

While the preparation of college-bound high school graduates in South Carolina will certainly improve, there is no question that some freshmen with deficiencies in reading, writing, or mathematics will

continue to enroll for some time, even if their numbers diminish. Older adults as well as recent high school graduates will require opportunities to bring their basic skills to a level where they can satisfactorily complete postsecondary programs. The Commission will implement a plan for developmental education, which will include the following:

1. Institutions should administer tests to determine the entry-level skills of students whose past performance, as defined by high school grades or standardized test scores indicates they might have difficulty doing college work; each institution should identify a minimum threshold of achievement to qualify for college degree credit courses.
2. Institutions with students whose skills fall below the thresholds established for college-level work should provide developmental education to maintain access while improving the quality of students' performance prior to full participation in degree credit courses. Where possible, remediation for students at four-year institutions should be arranged through agreements with two-year colleges. No credit toward a degree should be awarded for developmental work.
3. The Commission on Higher Education will, in concert with the institutions, develop a system to ensure that students are making satisfactory progress in their developmental studies. The system will be tied to funding in order to ensure that State funds are not provided for continuing developmental studies when a student has failed to make reasonable progress.
4. Developmental education shall be defined as "deliberately

planned and structured activities and courses in mathematics, writing, and reading directed toward specific areas of student underpreparation or inability which are not characteristic of all or most of the students in the institution, which are systematic in their approach, and which are directed toward improvement of student performance."

5. The Commission on Higher Education will conduct a study as well as evaluations and reviews of developmental education in South Carolina.
6. The Commission on Higher Education will develop appropriate methods of funding developmental education programs and courses.

D. Improving Upward Mobility

The Commission has maintained a continuous effort to improve articulation between all of the public colleges, with particular emphasis on students who wish to transfer credits from the State-supported two-year technical colleges to public senior institutions. It believes that transfer policies should reflect a concern for both the welfare of students and the maintenance of institutional standards, and should be aimed at the elimination of arbitrary and unnecessary barriers to the acceptance of legitimate course credits. The extent of a student's knowledge is more significant than the method by which it has been learned, the institution in which it was taught, or the time needed for mastery.

While it is not impenetrable, one barrier to transfer and interinstitutional cooperation in South Carolina is the lack of a common academic calendar in the public institutions. With the exception of the technical colleges, all public colleges and universities in the State operate on

the semester system. The Commission on Higher Education will ask the State Board for Technical and Comprehensive Education (SBTCE) to explore the feasibility of converting its quarter system to the semester calendar used by the other public institutions. The SBTCE will be requested to do a detailed study and analysis to include projected conversion costs; implications for instructional, personnel, administrative, and student service programs; the costs, benefits, and results of similar conversions in other states; and other matters relevant to this charge. The State Board should report to the Commission by January 1990 the results of its study and analysis with appropriate recommendations. The Commission will ask that interim progress reports be submitted by the SBTCE to the Commission's Academic Affairs staff in January 1988 and January 1989.

The Commission will also request that the State Board for Technical and Comprehensive Education modify its current policy that allows any technical college to offer any course in its State "Catalog of Approved Courses." The offering of "college parallel" general education courses in the nine institutions not authorized to award the AA/AS degrees should be limited to those necessary to support approved non-transfer associate degree programs in the following manner:

- a. Development in concert with representatives of the universities and their system campuses, senior colleges, and technical colleges of a limited "mini-core" of college parallel general education courses in the areas of English, mathematics, and social and behavioral sciences and possibly the natural or physical sciences approved to be offered in other than AA/AS degree programs in all technical colleges, and whose transferability would be recognized.

- b. Individual justification to and approval by the SBTCE and CHE for offerings of other general education courses designed for college transfer (beyond those comprising the "mini-core") in the technical colleges without the AA/AS degrees.
- c. Development of course contracts, cross registration procedures or other cooperative delivery methods with nearby senior institutions or USC two-year campuses for high cost, low enrollment, or occasionally offered general education courses designed for college transfer in technical colleges without the AA/AS degree.

Upon implementation of the recommendation above, the senior colleges and universities will be urged to review and amend their current policies on acceptance of credit from technical colleges without the AA/AS degree to accept credit for courses included in the "mini-core" of transfer designed courses and other approved courses referred to in paragraphs "a" and "b" above.

Finally, the Commission will continue to work with all of the institutions to further improve articulation concerning courses acceptable for transfer.

II. EXCELLENCE IN INSTRUCTION

The bedrock of excellence in any college or university is its undergraduate program.

While there are many excellent programs throughout South Carolina's system of higher education, the State cannot afford to have its undergraduate offerings driven by careerism or overshadowed by graduate and professional programs.

The quality of teaching and learning in undergraduate programs directly affects the core of knowledge and the critical thinking skills students must develop if they are to prosper in a world of constant change.

Expectations for the quality of teaching must be as high as expectations for the performance of students. The reward and recognition structure must be equally strong if the undergraduate experience is to remain central to the missions of South Carolina's colleges and universities.

A. Improving Undergraduate Instruction - Competitive Grants

The Commission recommends that a competitive grants program be established in order to improve undergraduate education in South Carolina.

The Commission should administer the program and request annual State appropriations for this purpose. The grant program would be established as follows:

1. Funds will be awarded for projects to improve undergraduate education with primary emphasis on improvement and evaluation of instruction.
2. All public and private non-proprietary postsecondary institutions accredited by the Southern Association of Colleges and Schools (SACS) will be eligible to apply for and receive a grant.
3. Each year CHE, with advice from eligible institutions, will establish priorities for the awarding of grants.
4. Proposals will be evaluated by a panel of out-of-State educators chosen by the Commission. The final decision on funding will be made by the Commission.
5. Proposals which generate results which are readily transferable to other institutions will be favored. CHE will disseminate information to ensure that project results are shared widely.
6. The program will begin in FY 87-88. Total funding for the program is not to exceed \$500,000 the first year, \$750,000 the second year, and \$1,000,000 in subsequent years. Individual awards will be made in amounts not less than \$25,000 or more than \$75,000.

B. Governor's "Professor of the Year" Award

The Commission also recommends the establishment of a Governor's "Professor of the Year" award. This award would be established as follows:

1. Each public or private institution of higher education in the State shall be eligible to nominate one faculty person for this award who has demonstrated exceptional teaching performance.
2. The Governor's Office in conjunction with the Commission on Higher Education shall establish a committee to choose the "Professor of the Year." The committee might consist of representatives of the following categories: the Governor's Office, civic organizations, business, government, academic disciplines, and the Commission on Higher Education.
3. The award shall include a citation and shall carry a \$5,000 stipend. The Governor's Office will be requested to host an appropriate ceremony at which the award will be presented.

C. Cooperation Among Institutions

Instruction may be less effective if unnecessary duplication results in inefficient utilization of resources. Therefore, the Commission will continue to work toward improving cooperation among institutions. The Commission will more actively encourage such cooperation among the State's colleges and universities as well as require, when appropriate, interinstitutional planning in such areas as review, development, and study of academic programs. Additional areas of institutional cooperation include:

1. institutional follow-up studies of the academic, intellectual,

and social development of transfer students;

2. counseling, student advisement, and student activities;
3. faculty development and exchange programs;
4. sponsored research and grant programs; and
5. joint continuing education programs and centers to meet the needs and demands for community programs.

The Commission will seek to foster cooperation through its own planning and operations and by its own involvement in and sponsoring of cooperative activities through such mechanisms as:

1. joint planning and development of academic programs and research initiatives;
2. State-wide policy studies of issues, problems, and trends of importance to the State's higher education system such as population and demographics, student retention and transfer, instructional technology, and research;
3. participation in and co-sponsoring of professional association conferences and seminars;
4. discipline based meetings, possibly in conjunction with the Commission's program review process or when the discipline supports progressive degree levels suggesting an integrated career ladder; and
5. additional "ad hoc" advisory committees to assist the Commission in its planning and operations, as deemed appropriate by the Commission.

III. EXCELLENCE IN RESEARCH FOR ECONOMIC DEVELOPMENT

If the foundation of undergraduate instruction rests on the quality of the faculty, the faculty is equally central to the research efforts that promote economic development within the State.

Productive research will attract new industry and develop new products for manufacture within the State. Such research can also generate considerable external funding in support of the colleges and universities.

Yet, competition for researchers who are a cut above the rest is fierce from institutions in other states as well as from private industry.

South Carolina's emphasis on graduate education and research is relatively new. But that newness must not preclude the State from creating a setting for research that is competitive in light of the aggressive financial investments other states have made. An exceptional athlete may come from behind to win, but in economic development and research to lag behind is to lose the race.

The marriage between a strong system of higher education and economic prosperity is a fruitful one. However, individual institutional efforts cannot compete against the marshalled resources of entire states. Other states have been quick to recognize that substantial commitments to higher education research and faculty are investments that will be directly reflected in new jobs and higher state tax revenue.

In arriving at the recommendations which follow, the Commission is aware of proposals with similar objectives advanced by others. Chief among these is the Research Investment Act proposed earlier by the three public universities jointly. The Commission believes that its program recommended below would meet the major objectives of that proposal while

retaining an appropriate oversight role on behalf of the State by the Commission and other agencies such as the Research Authority and the Coordinating Council of Economic Development.

A. Endowed Professorships

To attract and retain those productive faculty scholars who can make significant contribution to the State, the Commission will seek a one-time appropriation of \$2.9 million to provide matching funds for establishing a program of endowed professorships at senior public colleges and universities. The purpose of this program is to enable these institutions to attract, or retain, productive faculty scholars who are making or show promise of making substantial contributions to the intellectual life of the State.

The Commission will establish procedures to implement the program, to include at least the following:

1. Each public senior institution will be eligible to establish at least two such professorships but not more than a number equal to 1% of the total number of assistant, associate, and full professors employed in 1985-86. (Note: This allocation would produce a total potential number of 38 professorships--six at Clemson University, five at Medical University of South Carolina, nine at USC-Columbia, and two at each of the other nine public senior colleges.)
2. Each South Carolina Professorship will be supported by the income from a separate and permanent endowment fund created especially for the purpose. Each such fund at one of the universities shall consist of a corpus of at least \$200,000, of which \$100,000 will be provided through this program after the institution has accumulated at least \$100,000 from private sources specifically for that fund. Each such fund at one of the nine senior colleges shall consist of a corpus of at least

\$100,000, of which \$50,000 will be provided through this program after the institution has accumulated at least \$50,000 from private sources specifically for this fund.

3. Each eligible institution will notify the Commission by a date determined by the Commission in 1987-88 as to whether and to what extent it plans to participate in this program. Thereafter, as each institution accumulates the specified amount in private funds for each proposed professorship, it will certify that fact to the Commission. The certification should be accompanied by a copy of the proposed endowment fund instrument, including specification of the purpose or purposes (e.g., salary enhancement only) for which the income from the endowment will be used.
4. The Commission will ask that the State Treasurer establish a separate fund consisting of the original appropriation and accrued interest. Thereafter, funds in the specified amounts may be transferred by the Treasurer to each eligible institution only on and in accordance with a request from the Commission to the Treasurer.

B. Research Incentive Fund

The Commission will seek annual State appropriations to establish a Research Incentive Fund. The purpose of this Fund will be to establish or to expand research programs in public colleges and universities which are directly and explicitly related to continued economic development of the State.

In order to help determine this research agenda, the Commission shall appoint an Advisory Committee on Research Priorities for Economic Development. Membership on this Advisory Committee will be determined by the Commission but should include at least three knowledgeable experts from outside the State, representatives of public colleges and universities, of the Governor's Office, of the Coordinating Council for Economic Development, and of the Research Authority. The function of this Advisory Committee shall be to advise the Commission on those areas or fields of research that should be targeted for economic growth. This Committee should project such needs annually, for a period of five years into the future. Based on this advice, the Commission should annually provide its projections of such needs to the institutions.

The program established by the Research Incentive Fund shall have two components: an incentive grant program to provide funding for the initiation or expansion of research programs related to economic development in the State, and a matching fund program also related to economic development in the State.

The Commission recommends that the Research Incentive Fund begin with an appropriation of \$15 million in FY 87-88, increasing to \$25 million in FY 88-89, and to \$35 million in FY 89-90 and subsequent years. The Commission will allot 15% of these appropriated funds annually to the incentive grants program and 85% to the matching fund program. This would result in the following distribution of funds:

	<u>Recommended Annual Funding</u>		
	(in Millions)		
	<u>FY 87-88</u>	<u>FY 88-89</u>	<u>FY 89-90 and thereafter</u>
Incentive Grants	\$ 2.25	\$ 3.75	\$ 5.25

Matching Fund	12.75	21.25	29.75
TOTAL	\$15.00	\$25.00	\$35.00

The Incentive Grant Program will be operated as follows:

1. Public senior colleges and universities will be eligible to apply for support under this program.
2. Only proposals which address predetermined priority areas related to economic development in the State will be considered.
3. Proposals may request State funding for more than one year but not more than five. The initial proposal must describe the period for which funds will be sought and proposed budgets for each year. Proposals requesting funds for continuation awards after the first year must include satisfactory demonstration that measurable goals specified in the first year have been met.
4. Each proposal must demonstrate existing and sustained institutional strength in and commitment to the research area being proposed.
5. Research Incentive Funds requested under this program may include necessary equipment, temporary personnel, or other resources but may not include capital improvements.
6. An institutional match of Research Incentive Funds of at least 50% will be required. The match must be provided from external sources (e.g., identified federal or private sources) and not from the institution's unrestricted general fund or revenues.
7. The minimum research project total (including the institutional match) for one year shall not be less than \$50,000 (or a State award of not less than \$33,333).

8. Awards will be made by the Commission. The Commission will arrange for a panel of experts drawn from outside the State to evaluate each of the submitted proposals and make its recommendations to the Commission as to which should be approved.

It is recommended that the Matching Fund portion of the Research Incentive Fund be allocated by the Commission to the public senior colleges and universities on a pro rata basis, subject to the following conditions:

1. The funds to be matched are external funds, i.e., those granted to the institution for the sole purpose of carrying out research, in the form of specific grants or contracts, by agencies of the federal government, private business or industry, or individuals in areas specified by the Commission. Institutional funds derived from State appropriations, student fees, or auxiliary enterprises are not eligible; nor are external funds granted for the general support of research. That portion of external funds granted for indirect cost recovery at the institutions is also excluded.
2. In applying for such Research Incentive Matching Funds, each institution must submit a proposed plan for expenditure of these funds. This plan must demonstrate that the institution will spend these funds to conduct specific research programs and enhance its research capacity in one or more areas specified by the Commission as being important to the continued economic development of the State and only in those areas which are central to the mission of the institution.

3. Subject to the conditions cited above, the Commission will allot on a pro rata basis a match of \$1 in Research Incentive Funds for each \$2 expended in matchable funds in the preceding year.
4. Permissible expenditures of Research Incentive Funds include temporary personnel, research equipment for specific purposes (but not normal office equipment), or minor renovations not requiring any external approval. Expenditures for capital improvements or major renovations are not permitted.
5. Institutions applying for such funds in the second and succeeding years must submit an annual report on the expenditure of such funds for the prior year, including an evaluation of the work which was accomplished. The Commission may elect not to approve awarding any institution its pro rata share of Research Incentive Funds if such annual reports and evaluations are not in its judgement satisfactory.

IV. IMPROVING ACCOUNTABILITY THROUGH PLANNING AND ASSESSMENT

Responsible and responsive stewardship of higher education is multi-faceted.

In light of the rapidity with which change occurs in our information-based society, effective planning must be proactive rather than reactive, dynamic rather than static. Strategic planning is grounded in the experiences of the past but oriented towards those of the future. By identifying emerging issues and trends and by anticipating needs and opportunities, the higher education community can better utilize precious State resources and prepare its citizens for the challenges of a new century.

Effective planning also requires careful monitoring of the activities of the present. Evaluation of institutional effectiveness and assessment of student progress should inform the pursuit of excellence.

If planning and leadership are the heart and soul of accountability, then evaluation and assessment are its muscle and sinew. By knowing where we have been, we can better know where we want to go. By planning how to get there, we can move with confidence down the road to tomorrow.

A. Advisory Council on Planning

State-wide planning must be a highly important cooperative venture among institutions, to be accomplished by a planning system that will address strategic issues in both public and private higher education. In order to make State-wide planning meaningful, it must be interactive and dynamic. Institutional information and goals must flow to the Commission on Higher Education and system-wide information and goals must flow to the individual institutions. Participation in the planning process is voluntary on the part of the private colleges and universities, but is a normal part of the public institutions' participation in the coordination of activities carried out by the Commission on Higher Education. The State-wide planning system will focus upon four goals:

1. To identify future directions for higher education in South Carolina and to recommend appropriate methods for meeting the resultant challenges;
2. To review major goals identified by each institution and to ascertain their relationship to higher education in South Carolina;
3. To assure the maintenance and continued development of the quality of higher education in South Carolina;
4. To assure the maintenance and continued provision of access to and equality of educational opportunity in higher education in South Carolina;

The objectives of the State-wide planning process are:

1. To produce periodic planning reports which provide system-wide guidance in pursuing State-wide goals;

2. To collect appropriate data from each institution and from State, regional, and national sources in order to identify issues that should be addressed by the higher education community and to determine the educational needs of a changing constituency within the State of South Carolina;
3. To facilitate institutional planning by providing appropriate data and information about trends and emerging issues;
4. To provide assistance in the development of internal planning processes to any institution of higher education in the State;
5. To facilitate the periodic updating of institutional mission statements by each college and university in order to maintain State-wide planning as a dynamic process.

The Commission will establish an Advisory Council on Planning to assist the Commission and the institutions in maintaining planning as a high priority. The composition of the Advisory Council on Planning will be as follows:

1. The presidents or their designated senior administrators from the nine public senior colleges and universities;
2. The chief executive officer of the State Board for Technical and Comprehensive Education or his designated senior administrator;
3. three presidents or designated senior administrators from private colleges and universities to be selected by the Advisory Council of Private College Presidents;
4. The chief executive officer of the Commission on Higher Education who will serve as chairman.

Where pertinent topics are on the agenda, the Advisory Council will include representatives from such agencies as the State Department of Education, the State Research Authority, and the State Development Board at meetings. It will report to the Executive Committee of the Commission, which will serve as the standing committee on planning.

The Advisory Council on Planning will have a number of functions. Its advice, reports, and draft plans which will be submitted to the Executive Committee may include:

1. Identification of current or emerging issues that appear to be of sufficient significance to warrant consideration for planning;
2. Recommendations for future directions for higher education in South Carolina;
3. Suggestions for the development of State-wide planning reports and documents;
4. Suggestions of methods for achieving State-wide objectives;
5. Recommendations of additional data that are needed to assist the institutions and the Commission in their planning efforts;
6. Consideration of institutional missions and goals in a State-wide context.

R. State-wide Strategic Plan

The Commission on Higher Education will ensure that each public institution maintains its individual planning process; it will develop and annually update a State-wide strategic plan. In keeping with the new accreditation criteria of the Commission on Colleges of the Southern Association of Colleges and Schools, the Commission believes that each institution "must establish adequate procedures for planning and evaluation.

The institution must define its expected educational results and describe how the achievement of these results will be ascertained....All institutions must engage in continuing study, analysis and appraisal of their purposes, policies, procedures, and programs."¹ The Commission recognizes that each institution should design and maintain its own planning process, using appropriate information and assistance that the Commission, the Advisory Council on Planning, and other agencies may provide.

Although each institution will maintain its individualized planning process, the Commission recommends that every institution's planning address the following components:

1. Institutional Mission
2. Institutional Effectiveness
3. Instruction
4. Staffing - academic and administrative
5. Support Services
6. Student Services
7. Finance/Budget
8. Facilities
9. Research (where appropriate)
10. Public Service

¹ Criteria for Accreditation: Commission on Colleges, Southern Association of Colleges and Schools, 1985, pp. 8-10.

On a schedule determined by the Commission, each institution will provide the following information:

1. An institutional profile that includes information on the components of planning. (This will be coordinated with existing reports in order to avoid duplication of effort);
2. A three- to five-year agenda of issues to be faced by the institution including a brief analysis of institutional strengths and weaknesses as they relate to these issues. Specific goals and strategies to address these issues should be included when they have been determined.

In implementing a State-wide planning process, the Commission on Higher Education will obtain information for the Advisory Council on Planning from each institution of higher education, the three Councils of Presidents, and other constituents throughout the State and nation. The chief executive officer of the Commission will be the chief planner on the staff, and will, with the advice of the Advisory Council on Planning, set the agenda for State-wide planning rather than designate this function to another staff person. He will develop a prospectus for planning each year.

In the initial year, the Advisory Council on Planning will be responsible for developing a State-wide planning document for submission to the Executive Committee of the Commission. That document will contain the following:

1. A statement on the scope of higher education in South Carolina;
2. A description of the mission of each public senior college and

university as well as a mission statement on technical higher education in the State (mission statements as provided by private colleges and universities may be included in an appendix to the report);

3. A statement of goals for higher education in South Carolina;
4. A description of the major issues facing higher education over the next three to five years;
5. An outline of the major programmatic goals of the various institutions of higher education in South Carolina;
6. Financial and demographic information that affects planning;
7. Recommendations on means to be used in addressing issues identified;
8. An outline of the method to be used in evaluating the effectiveness of State-wide planning.

In subsequent years, and on an annual basis, the Advisory Council on Planning will prepare updates to the planning document for consideration by the Executive Committee of the Commission. The updates will contain the following information:

1. A revised description of the major issues facing higher education covering a period of three to five years;
2. A revised outline of the major programmatic goals of the various institutions of higher education in South Carolina;
3. Updated financial and demographic information that affects planning;
4. Any new recommendations on the means to be used in addressing major issues.

Annually, the Executive Committee will review the report and submit it to the three Councils of Presidents representing public universities and senior colleges, private higher education, and technical colleges. These councils will review the report and make suggestions to the Executive Committee for alterations, deletions, or additions. Further, the Commission may hold one or more public hearings. Upon receiving comments, the Commission will make changes it deems appropriate.

Once the Commission formally endorses or approves any planning document, it will provide copies to all institutions of higher education for use in their planning process and to governmental leaders for their use in gaining a better understanding of the goals for higher education in the State.

C. System for Measuring Institutional Effectiveness

To promote high standards of accountability, the Commission on Higher Education will require that a system for measuring institutional effectiveness is in place at every public college and university; it will collect and disseminate data resulting from the measures of institutional effectiveness and it will use these data in planning.

The Commission recognizes the importance of maintaining quality academic programs, services, and facilities within all institutions of higher education in South Carolina. It believes that existing methods of State-wide quality assessment, such as its reviews of programs and studies of the condition of facilities, serve a useful purpose and plans to continue them. In addition, the Commission realizes that every college and university is accountable to its constituents and should

report to its constituents concerning the effectiveness of its programs and services. This responsibility is clearly recognized by the colleges and universities in South Carolina, and each of these institutions has or is developing a quality assurance program.

Higher education in South Carolina has been structured in a manner that assures access by all qualified citizens and provides a variety of educational opportunities to those who wish to take advantage of them. The diversity within higher education in South Carolina is recognized by the Commission and individual governing boards. The diverse structure of higher education in South Carolina magnifies the responsibility that each institution has for maintaining an effective system of quality assessment. Because of the structure of higher education in South Carolina and the focus that has been placed upon the development of institutions with unique characteristics and diversified programs, the Commission believes that the goals for quality assessment in South Carolina should be:

1. To assure that a system for measuring institutional effectiveness is in effect on every public college and university campus in the State of South Carolina;
2. To provide a vehicle for disseminating the results of outcome measurements to the constituents within the State;
3. To provide data relative to the effectiveness of each institution that can be used to initiate curriculum, programmatic, or policy changes within the institution.

The process by which these goals will be attained is as follows:

1. Each institution of higher education will be responsible for maintaining a system to measure institutional effectiveness and will provide the Commission on Higher Education with an outline

of the system that is implemented for review. The system for measuring institutional effectiveness must include:

- a. A statement of criteria by which the institution and/or programs are being assessed;
 - b. A means of providing quantitative results of the institutional or programmatic assessment activities;
 - c. A means of determining student achievement (see D, p. 33);
 - d. A report on changes made in programs as a result of evaluations done by the Commission.
2. As a part of South Carolina's State-wide planning process, each institution will provide the Commission on Higher Education with an annual report on the results of its institutional effectiveness program.
 3. The Commission will prepare a report that will include results of institutional effectiveness, including student assessment programs. The report will also include other actions that the institutions have taken to strengthen educational quality and will contain data from previous years on the basis of which each institution can measure its progress. Information from private colleges and universities will be included for those institutions that voluntarily provide the information to the Commission.
 4. The Commission on Higher Education will provide technical assistance in the development of a system for measuring institutional effectiveness for any institution requesting such assistance.

D. Procedures to Measure Student Achievement

Because student achievement is the most vital aspect of any institution's effectiveness, the Commission emphasizes that all State-supported institutions will establish their own procedures and programs to measure such achievement.

The procedures and programs will be submitted to the Commission as part of the plan for measuring institutional effectiveness. They should:

1. Derive from institutional initiatives, recognizing the diversity of South Carolina public colleges and universities, the tradition of institutional autonomy, and the capacity of faculty and administrators to identify their own problems and solve them creatively;
2. Be consistent with each institution's mission and educational objectives;
3. Bear a direct relationship to teaching and learning in the classroom, enabling faculty to use the results to address student deficiencies, evaluate and improve the curriculum, and develop better teaching techniques;
4. Involve faculty in setting the standards of achievement, selecting the measurement instruments, and analyzing the results;
5. Consider the relative importance of both assessment to determine student attainment as measured by an absolute standard and assessment of student growth in learning attributable to the influence of the institution;
6. Follow student progress through the curriculum, as

appropriate, with consideration of achievement measures (a) at transition points to ensure student readiness to proceed, (b) upon completion of the major, and (c) at graduation or on leaving the institution; and

7. Include follow-up of graduates through employer studies of participation rates in further education and alumni reports of career progress.

As part of their report on institutional effectiveness, all State-supported colleges and universities will be expected to describe progress in developing their assessment programs and to submit concrete, non-anecdotal, and quantifiable information on student achievement to the Commission on Higher Education. The report should include information about the achievement of transfer students from the two-year colleges enrolled in four-year colleges and universities and about the performance of professional program graduates on licensing and certification examinations.

V. ENHANCING THE EFFECTIVENESS OF THE COMMISSION ON HIGHER EDUCATION

A scrutiny of the higher education system in South Carolina would not be complete without an assessment of the role of the Commission on Higher Education itself. As the coordinating board for higher education, the Commission is charged with placing the postsecondary education needs of the State of South Carolina above any institution's own agenda.

Thus, the Commission on Higher Education is uniquely positioned to exercise a vital leadership role in promoting excellence among students, teachers, and institutions and enhancing accountability to the taxpayers and citizens of the State--from a State-wide perspective.

Yet, certain elements in the Commission's structure and organization curtail its ability to lead the State towards higher quality standards, towards the most efficient use of resources, and towards the challenges of the twenty-first century.

Just as a jeweller must fit into a coherent setting the individual diamonds that have been cut and polished for that purpose, so must the Commission be empowered to craft a vision of a future in which South Carolina's higher education community stands at the cutting edge of educational and economic opportunity for all our citizens.

A. Appeal Process for Program Termination

The Commission requests that the legislation creating the Commission on Higher Education be amended to remove the appeal process for program termination. It is understood that the legislature retains the right to override any decision a State agency makes. There is no need for the legislature to single out the Commission's termination authority for special treatment. Proposed legislation to implement this request is found as Appendix A to this report.

B. Revision of Appointment Criteria

To promote the Commission on Higher Education's State-wide perspective, the Commission requests that the General Assembly amend the Commission's enabling legislation so that some members are appointed on a State-wide basis. Specifically, the Commission recommends that appointments be made as follows:

1. Six appointed by the Governor, one from each congressional district upon the recommendation of a majority of the legislative delegation members from the congressional district;
2. Twelve appointed at-large by the Governor with the advice and consent of a majority of the Senate; and that
3. The four-year term (not to exceed two terms) not be changed but appointments be made so that four members rotate off in alternate years.

Proposed legislation to accomplish this change is found as Appendix B of this report.

C. Representation on the Tuition Grants Committee

Despite its responsibility to plan and coordinate all of higher education, the Commission has no direct relationship with the higher education tuition grants program. To improve communication and interaction between the Commission and the Higher Education Tuition Grants Committee, the Commission requests that the General Assembly amend the legislation creating the Higher Education Tuition Grants Committee so as to include the Commission's chief executive officer as an ex-officio member of the Tuition Grants Committee.

D. Improvement of Communication

The Commission on Higher Education will serve the public by providing more and better information about higher education in the State. To improve communication and visibility, the chief executive officer will be expected to be the leading spokesperson for higher education in South Carolina. He will see that the Commission publishes more and better information pertaining to itself as well as to higher education as a whole.

E. Enhancement of the State-wide Data Base

Recognizing that informational resources are a vital part of the Commission's primary responsibilities of coordinating, planning, and evaluating higher education in South Carolina, the Commission will seek appropriate resources to develop a more thorough, State-wide information base and to use that base more fully to analyze planning issues, identify strengths and weaknesses, and monitor improvement efforts.

F. Development of Closer Linkages with Institutions and Education Agencies

The Commission is committed to forging closer linkages with public and private institutions, the State Board for Technical and Comprehensive Education, and the State Board of Education. A concerted effort will be made by all senior staff to have increased contact with the colleges and universities. The chief executive officer will work closely with the Council of Presidents of State Institutions of Higher Learning, and will also strengthen mechanisms that encourage regular exchanges in the areas of planning and information with the private colleges. He will initiate action to bring about regular meetings among the staff directors of the Commission, the State Board of Education, and the State Board for Technical and Comprehensive Education.

The Commission will rely on the advice of the interested parties listed above, and will make extensive use of broad-based advisory groups as it develops policy positions. In order to obtain more direct input from students, it will invite the President of the South Carolina Student Legislature to appear and report on recommendations following that body's annual legislative session.

G. Examining and Revising Internal Organization and Procedures

To improve its internal operation, the Commission will examine and revise, as appropriate, its organization and procedures. It will amend its "Rules and Procedures" to specify the relations between Commission members and staff, and will provide staff the authority to make operational decisions within approved Commission guidelines. In order to give greater prestige to the position, it will give the title "Commissioner of

Higher Education" to the permanent chief executive officer, and in order to see that his leadership remains effective, it will continue its programs of formal annual evaluation by the Commission's chairperson. It will ask the chief executive officer to ensure that vacant staff positions are filled by individuals who bring a variety of pertinent experiences in higher education to their staff responsibilities.

Upon appointment of the permanent chief executive officer, the Commission will conduct a thorough evaluation of its committee structure in order to determine whether more efficient use can be made of Commission members' time.

VI. THE FINANCIAL INVESTMENT FOR EXCELLENCE

Initiatives in excellence in higher education require an immediate additional commitment of resources if South Carolina is to compete successfully for the best and the brightest with other states that have marshalled their resources to do the same.

This investment is like any other: today's sacrifice will yield dividends in the future that are beyond measure.

The State's first commitment must be to provide the amount requested through formula funding. But because this amount is the minimum necessary to support basic operations, we cannot assume that it can support the creative initiatives needed for significant progress.

Economic development, the attraction of new business and industry, the improving of the quality of life, and the empowering of our citizenry through greater excellence in higher education are within our grasp if we move with confidence toward the cutting edge by a judicious investment in tomorrow.

If the Commission's plan for excellence and accountability is to succeed, the extra funding required to bring the plan to fruition is listed below:

A. THE PALMETTO FELLOWS MERIT SCHOLARSHIP FUND

1987-88	\$187 thousand
1988-89	\$375 thousand
1989-90	\$562 thousand
1990-91 and thereafter	\$750 thousand

Individual awards of \$2,500 for a maximum of four years within a five-year period will be matched on a 1:1 basis by the public or private State institution selected by the student.

B. THE UNDERGRADUATE COMPETITIVE GRANTS PROGRAM

1987-88	\$500 thousand
1988-89	\$750 thousand
1989-90 and thereafter	\$1 million

Awards will be made in amounts not less than \$25 thousand or greater than \$75 thousand.

C. "PROFESSOR OF THE YEAR AWARD"

1987-88 and thereafter \$5 thousand

The yearly stipend of \$5 thousand will be accompanied by a gubernatorial citation.

D. ENDOWED PROFESSORSHIPS

1987-88	\$2.9 million as a one-time appropriation
---------	--

E. THE RESEARCH INCENTIVE FUND

THE RESEARCH INCENTIVE GRANTS COMPONENT:

1987-88	\$2.25 million
---------	----------------

1988-89 \$3.75 million

1989-90 and thereafter \$5.25 million

THE RESEARCH INCENTIVE MATCHING FUNDS COMPONENT:

1987-88 \$12.75 million

1988-89 \$21.25 million

1989-90 and thereafter \$29.75 million

F. COMMISSION ON HIGHER EDUCATION COSTS FOR IMPLEMENTING AND
MONITORING THE NEW PROGRAMS AND ACTIVITIES OF ITS AGENDA FOR
THE FUTURE:

Professional Staff (4) \$120 thousand

Clerical Staff (3) \$45 thousand

Employer Contributions \$33 thousand

Contractual Services \$81 thousand

Travel \$14 thousand

Total (1987-88) \$293 thousand

APPENDICES

APPENDIX A

59-103-30. Budgets and Supplemental Budgetary Requests.

(a) The Commission on Higher Education shall develop a formula which may be used for the allocation of funds to colleges and universities for budget development purposes.

(b) All public institutions of higher learning shall submit line-item budgets to the Commission. The State Board for Technical and Comprehensive Education shall submit a single line-item budget to the Commission representing the total request of all area-wide technical and comprehensive educational institutions. The budget submitted by each institution and the State Board for Technical and Comprehensive Education shall include all State funds, federal grants, tuition and fees other than funds derived wholly from athletic or other student contests, from the activities of student organizations, and from the operation of canteens and bookstore which may be retained by the institutions and be used as determined by the respective governing boards, subject to annual audit by the State. Fees established by the respective governing boards for programs, activities, and projects not covered by appropriations or other revenues may be retained and used by each institution as previously determined by the respective governing boards, subject to annual audit by the State. The Commission shall in turn adopt or modify such budgets and submit them to the State Budget and Control Board and General Assembly or any committee thereof on behalf of all the institutions.

(c) Supplemental appropriation requests from any public institution of higher education must be submitted first to the Commission. If the Commission does not concur in such requests, the affected institution may request a hearing on such requests before the appropriate committee of

the General Assembly. The Commission shall have the right to appear at any such hearing and present its own recommendations and findings to the same committee.

59-103-35. New and existing programs.

No new program shall be undertaken by any public institution of higher education without the approval of the Commission. The provisions of this chapter shall apply to all college parallel, transferable, and associate degree programs of Technical and Comprehensive Education institutions. All other programs and offerings of Technical and Comprehensive Education institutions are excluded from this chapter. The Commission shall have the authority to terminate an existing program at any institution within the purview of this chapter. There shall be no appeal from the decision of the Commission.

APPENDIX B

59-103-10. State Commission on Higher Education created; membership.

There is hereby created the State Commission on Higher Education to be composed of eighteen members, twelve to be appointed by the Governor with the advice and consent of the majority of the Senate for terms of four years and until their successors are appointed and qualify. Six members shall be appointed by the Governor, one from each congressional district, upon the recommendation of a majority of the legislative delegation members from the congressional district and such district members shall be appointed in a manner to assure that minority groups, especially women and black persons, are fairly represented among such appointees. Such appointments shall be for four years and until their successors are appointed and qualify. No one shall be eligible to serve on the Higher Education Commission for more than two consecutive terms or eight consecutive years, whichever is greater. No member shall be an employee or member of a governing body of a public or private institution of higher learning. The chairman of the Commission shall be elected annually by the members of the Commission and may not serve as chairman for more than four consecutive years.

59-103-15. Appointments and Vacancies

The Governor, by his appointments, shall assure that various economic interests and minority groups, especially women and black persons, are fairly represented on the Commission and shall attempt to assure that the graduates of no one public or private college or technical education center shall be dominant on the Commission. Vacancies shall be filled in

the manner of the original appointment for the unexpired portion of the term.

Selection of those members recommended by the General Assembly shall be by resident members of each congressional delegation within the General Assembly. If the boundaries of congressional districts are changed, members serving on the Commission shall continue to serve until the expiration of their terms but successors to members whose terms expire shall be appointed or elected from the newly defined congressional district. If a congressional district is added the Commission shall be enlarged to include representation from that district.